

Department of Sociology and Social Work

School of Humanities and Social Sciences



Curriculum Framework

Bachelor of Arts (Sociology)

Based on National Education Policy- 2020

Date of BoS: 14.09.2022

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(A Central University)

Sagar-Madhya Pradesh-470003

**Under Graduate Curriculum Framework for Bachelor of Arts
Syllabus (NEP –2020)
Session- 2022-23**

1. **Name of the Programme :** Under Graduate Programme (Sociology)
2. **About the Programme :** NEP-2020 has conceptualized the idea to develop well rounded competent individuals for making the nation a self-reliant and global leader. In the same spirit, we at Department of Sociology & Social Work have developed a curriculum framework to encompass the goals of NEP 2020. To this end, we have incorporated choice of subject/disciplines of study, creating academic pathways having constructive combinations of disciplines for study with multiple entry and exit points as well as focus on **experiential learning** for students by introducing **multi-disciplinary and skill enhancement courses** and actual hands on training in the recent and trending aspects of the area concern.
3. **Objectives of the Programme :** The main objectives of the Programme to learn and attain through the essential learning for being competent in terms of real education and to develop a self-reliant and global leader. The Department of sociology as developed a curriculum framework to encompass the goal of NEP 2020.

After Completion of the programme the learner will be able to:

- a. Understand the basic knowledge of sociology
 - b. Understand different processes which is going on in the society.
 - c. Skilled and ability to contribute in nation building Process.
4. **Programme Learning Outcomes :**
- a. A fundamental understanding of an academic field of study in different disciplinary areas.
 - b. Use Knowledge and understanding a skill as the required for identifying problem as issues and provide solution with logical arguments .
 - c. To have capability to demonstrate subject related issues as well as skills in different types of jobs and opportunities.

5. Structure of the Programme:

Level: 5 Semester I			
Nature of Course	Course Code	Course Title	Credit
Discipline Specific Major-1	SOC-DSM-111	Sociology: Scope and Subject-matter	6
Multi-Disciplinary Major-3	SOC-MDM-111	Sociology in Everyday Life	6
Ability Enhancement Course	SOC-AEC-111	Environmental Ethics in Sociology	2
Skill Enhancement Course (SEC)	SOC-SEC-111	Sociology for Social Problems	2

Semester II			
Nature of Course	Course Code	Course Title	Credit
Discipline Specific Major-1	SOC-DSM-211	Family, Marriage and Kinship	6
Multi-Disciplinary Major-3	SOC-MDM-211	Social Demography	6
Ability Enhancement Course	SOC-AEC-211	Social counseling in Sociology	2
Skill Enhancement Course (SEC)	SOC-SEC-211	Indigenous Knowledge and Social Skill Practice	2

6. Exit : Certificate in BA Sociology

7. Teaching Learning Approach :

- a. Lecture/ Seminar
- b. Group Discussion
- c. Field Visit

8. **Assessment**

The learner in the programme will be assessed throughout the duration of the programme in a formative and summative evaluations i.e. Mid (I&II) and End Semester examinations. To be eligible to appear in End semester examination a student must appear in Mid semester examinations along with 75 per cent attendance in classroom processes.

SOC-DSM-111 Sociology: Scope and Subject-matter								
Level& Semester	Course Code	Title of the Course	Credits				Marks	Course Coordinator
			L	T	P	C		
L5 Sem I	SOC-DSM-111	Sociology: Scope and Subject-matter	-	Yes	-	6	IA(Mid)-40 EA(End Sem)- 60	

Lectures/Hrs. 90

1. Learning Objectives:

The paper intends to familiarize students with the subject matter of sociology and its relevance in their everyday life with their enhancing social skill for their better socio-economic life opportunities according to the contemporary need of the society.

2. Course Learning Outcomes :

- A fundamental understanding of an academic field of study in different disciplinary areas.
- Use Knowledge and understanding a skill as required for identifying problem as issues and solution with logical arguments.
- To have capability to demonstrate subject related issues as well as skills in different types of jobs and opportunities.

3. Unit wise Learning Outcomes :

- UO 1. Capable to understand fundamental of sociology and to explore the various issues.
 UO 2. Have understanding the scope of sociology as discipline in various fields.
 UO 3. Have capacity to understand the subject matter of Sociology.
 UO 4. Have full understanding about social group and social institutions.
 UO 5. Have Capacity to understand about the dynamic nature of society as well as various factors of social Change.

Unit-I: Understanding Sociology

18

- Individual in Society and Society in Individual
- Sociology and the Social Science
- Sociology and Commonsense
- Sociology and Biology

Unit-II: Scope of Sociology

18

- Sociology as Social Counseling
- Sociology for Social Development
- Sociology for nation-Building
- Sociology for social skill and employment

Unit-III: Subject Matter of Sociology **18**

- Social Contract and the Origin of Society
- Social Structure and Social Function
- Culture and Value

Unit-IV: Elements of Society **18**

- Social Groups and Community
- Role and Institution
- Socialization and Social Control

Unit-V: Understanding Social Change **18**

- Static and Dynamic in Social Order
- Factors and Process of Social Change

Essential Reading:

- Berger, P. 1963. *Invitation to Sociology: A Humanistic Perspective*. New York: Anchor
- https://www.infoamerica.org/documentos_pdf/berger01.pdf
- Bataille, A. 1996. 'Sociology and Commonsense'. *EPW*. Vol. 31, No. 35/37,
- Turner, J. 2002. *The Sociology of Herbert Spencer* (Chapter-1)
- www.suz.uzh.ch/dam/jcr:000000000-36d7-41d4-ffff-ffff9b49d30e/Turner.pdf
- Rao C.N. Shankar, 2019. *Sociology: Principles Of Sociology With An Introduction To Social Thoughts*. New Delhi: S. Chand Publishers
- Mills, C.W. 1959. *The Sociological Imagination* (Chapter-1)
<https://sites.middlebury.edu/utopias/files/2013/02/The-Promise.pdf>
- Handel, G. 2011. 'Sociological Perspectives on Social Development' in *The Wiley-Blackwell Handbook of Childhood Social Development*, Second Edition (pp.119 - 138)
https://www.researchgate.net/publication/229453166_Sociological_Perspectives_on_Social_Development
- Guha, B.S. 1958. *Role of Social Science in Nation-Building*.
<https://doi.org/10.1177/0038022919580207>
- Senter, Marry S. 2012. *Jobs, Careers and Sociological Skills*. Central Michigan University.
https://www.asanet.org/sites/default/files/files/pdf/early_employment.pdf
- Piercy, G and Steele, Z. 2016. 'The importance of Social Skills for the future work'.

<https://www.researchgate.net/publication/314281726> The Importance of Social Skills for the Future of Work

- Giddens, A. and Sutton, P.W. 2017. *Sociology*. Atlantic Publishers & Distributors Pvt Ltd.

SOC-MDM-111 Sociology in Everyday Life								
Level& Semester	Course Code	Title of the Course	Credits				Marks	Course Coordinator
			L	T	P	C		
L5 Sem I	SOC-MDM-111	Sociology in Everyday Life	-	Yes	-	6	IA(Mid)-40 EA(End Sem)- 60	

Lectures/Hrs. 90

1. Learning Objectives:

The course is having major objectives to justify sociology is not only a subject for class room teaching, but also it is a practice in everyday life in which students are themselves is subject matter of sociology. The course tries interconnecting student's sociological knowledge with their day to day life.

2. Course Learning Outcomes :

- A fundamental understanding of an academic field of study in different disciplinary areas.
- Use Knowledge and understanding a skill as required for identifying problem as issues and provide solution with logical arguments.
- To have capability to demonstrate subject related issues as well as skills in different types of jobs and opportunities.

3. Unit wise Learning Outcomes :

UO 1. Capable to know about institutional interaction and role behavior for individual survival.

UO 2. Capable to communicate Socially and Personality Development of its own and others.

UO 3. Capable to know about social capital as well as collective action.

UO 4. Capable to understand Sociological knowledge for health and social wellbeing.

UO 5. Capable to understand Religious Institution and mental wellbeing and its relationship.

Unit-I: Sociology as Practice 18

- Institutional interaction and role behavior for individual survival
- Sociological imagination and self counseling

Unit-II: The Social Self 18

- Social communication and personality development
- Role Taking and Understanding other's self

Unit-III: Collective emotion and group living 18

- Social capital and Collective Action
- Sociological knowledge for technological World

(To make better understand of students, some case studies can be introduced while teaching this unit)

Unit-IV: Sociological knowledge for health and social wellbeing 18

- The cultural aspects of health behavior
- Social inequality and health behavior

(To make better understand of students, some case studies/data may shared while teaching this unit)

Unit-V: Religious Institution and mental wellbeing 18

- Social-Psychology in religious place
- Religious practices and mental wellbeing

(To make better understand of students, some case studies can be introduced while teaching this unit)

Essential Reading:

Mills, C.W. 1959. *The Sociological Imagination* (Chapter-1)

<https://sites.middlebury.edu/utopias/files/2013/02/The-Promise.pdf>

M. Libraries. *Social Interaction in Everyday Life*

<https://open.lib.umn.edu/sociology/chapter/5-3-social-interaction-in-everyday-life/>

Back, M.D. 2021. *Social Interaction Process and Personality*

https://www.researchgate.net/publication/348906101_Social_interaction_processes_and_personality

Uzefovsky, F. 2019. *Role taking*

https://www.researchgate.net/publication/332781987_Role_taking

DURLAUF, S.N. *Social Capital: Basic Concept.*

<http://home.uchicago.edu/sdurlauf/includes/pdf/SOCIAL%20CAPITAL.pdf>

Brooks, H. *The Relationship between Science and Technology*

www.belfercenter.org/sites/default/files/legacy/files/sciencetechnology.pdf

Uskul, A.K. 2009. *Cultural aspects of Health and Illness*

https://kar.kent.ac.uk/32467/1/Uskul_culturehealth_finaldraft.pdf

Murthi, B. *Concepts, Principles, and Policy Approaches to Tackling Health Inequity*

http://www.theicph.com/wp-content/uploads/2017/08/Health-equity_Prof-Bhisma-Murti.pdf

Saroglou, V. *Psychology of Religion and Culture*

<https://www.eolss.net/sample-chapters/c04/E6-27-02-05.pdf>

Deeksha, J. 2022. (Aug.03). Can prayer and medicine work together to cure mental illness?

www.scroll.in/article

SOC-AEC-111 Environmental Ethics in Sociology								
Level& Semester	Course Code	Title of the Course	Credits				Marks	Course Coordinator
			L	T	P	C		
L5 Sem I	SOC-AEC-111	Environmental Ethics in Sociology	-	Yes	-	2	IA(Mid)-40 EA(End Sem)- 60	

Lectures/Hrs. 36

1. Learning Objectives:

The human society and culture are the product of the between human and environment relationship. The human society develops their cultural ethos of subsistence through a continuous interaction with nature. The course intends to make familiarize students with the role environment in shaping individual socio-economic action and how the society is also having cultural ethos to maintain ecology and environment for the survival of human life.

2. Course Learning Outcomes :

- A fundamental understanding of an academic field of study in different disciplinary areas.
- Use Knowledge and understanding a skill as required for Identifying Problem as issues and provide solution with logical arguments.
- To have capability to demonstrate subject related issues as well as skills in different types of jobs and opportunities.

3. Unit wise Learning Outcomes :

- UO 1. Have understanding about Human interaction with environment and Social Institution as well as its cultural dimension.
- UO 2. High acquaintance about religious aspects of environment and indigenous/ local knowledge.
- UO 3. Have understanding about Indian tradition in relation to environmental ethics.

Unit-I: Ecology in Sociology

- Human interaction with environment and Social Institution
- Culture and ecology

Unit-III: Environmental ethics in Sociology

- Religious aspects of environment
- Deep Ecology
- Indigenous/ local knowledge

Unit-III: Environment in Indian Tradition

- Nature, Culture and Indian Knowledge system
- Vasudeva Kutumbakam and the environmental ethics Naturism in Hindu worship

Essential Readings:

IGNOU. *Social Ecology*

egyankosh.ac.in/bitstream/123456789/79092/1/Block-2.pdf

Shinghal, V. *Environmental Protection and religious and cultural heritage of India*

<https://www.srcc.edu/sites/default/files/Role%20of%20religion%20in%20Environment-Unit%20VII-AECC-EVS-Harvinder%20Singh.pdf>

Richardson, M. *Ethics and Environment*

mountainscholar.org/bitstream/handle/10217/39003/Ethics_Environment.pdf

Mekonen, S. 2017. *Roles of Traditional Ecological Knowledge for Biodiversity Conservation*

<https://core.ac.uk/download/pdf/234657468.pdf>

SOC-SEC-111 Sociology for Social Problems								
Level& Semester	Course Code	Title of the Course	Credits				Marks	Course Coordinator
			L	T	P	C		
L5 Sem I	SOC-SEC-111	Sociology for Social Problems	-	Yes	-	2	IA(Mid)-40 EA(End Sem)- 60	

Lectures/Hrs. 36

1. Learning Objectives:

The course tries to familiarize students with the role, significance and importance of sociological knowledge to diagnose the social problems and to make students an effective knowledge contributor for the solution of the social problems.

2. Course Learning Outcomes :

- A fundamental understanding of an academic field of study in different disciplinary areas.
- Use Knowledge and understanding a skill as required for Identifying Problem as issues and provide solution with logical arguments.
- To have capability to demonstrate subject related issues as well as skills in different types of jobs and opportunities.

3. Unit wise Learning Outcomes :

UO 1. Have Knowledge to locate social problems from sociological Perspective.

UO 2. Ability and skill to understand of social problems.

UO 3. Have understanding of social problems and skill to explore social in equality, social deviance.

Unit-I: Sociological Diagnosis

- Sociological Perspectives on social problems
- Individual Trauma and Social Problems

Unit-III: Cultural and Institutional Understanding of Social Problems

- Gender socialization and Inequality
- Cultural understanding of health
- Culture of Poverty

Unit-III: Social structural Understanding of Social Problems

- Social Inequality: Caste and Class
- Social Deviance
- Factionalism in rural India

Essential Readings:

Mills, C.W. 1959. *The Sociological Imagination*

<https://sites.middlebury.edu/utopias/files/2013/02/The-Promise.pdf>

M. Libraries. *Sociological Perspectives on social problems*

<https://open.lib.umn.edu/socialproblems/chapter/1-2-sociological-perspectives-on-social-problems/#:~:text=Three%20theoretical%20perspectives%20guide%20sociological,do%20so%20in%20different%20ways.>

IGNOU. *Gender roles and patriarchy in Indian Perspectives*

egyankosh.ac.in/bitstream/123456789/46089/1/Unit-2.pdf

IGNOU. *Health and Culture*

egyankosh.ac.in/bitstream/123456789/42183/1/Unit-1.pdf

Lewis, O. *Culture of Poverty*

http://lchc.ucsd.edu/MCA/Mail/xmcamail.2010_11.dir/pdfKPNFlustp6.pdf

IGNOU. *Social Inequality: Caste and Class*

<http://dcac.du.ac.in/documents/E-Resource/2020/Metrial/402AnilKumarBharti1.pdf>

IGNOU. *Social Deviance*

egyankosh.ac.in/bitstream/123456789/18827/1/Unit-31.pdf

Aligarh Muslim University. *Rural Factionalism*

<https://www.studocu.com/in/document/aligarh-muslim-university/general-sociology-i/rural-factionalism-lecture-notes-3/21515852>

SOC-DSM-211 Family, Marriage and Kinship								
Level & Semester	Course Code	Title of the Course	Credits				Marks	Course Coordinator
			L	T	P	C		
L5 Sem I	SOC-DSM-211	Family, Marriage and Kinship	-	Yes	-	6	IA(Mid)-40 EA(End Sem)- 60	

Lectures/Hrs. 90

1. Learning Objectives:

To demonstrate to the students the universally acknowledged social importance of Family and Kinship structure and familiarize them with the rich diversity in the types of networks of relationship created by genealogical links of marriage and other social ties. The course also intends to make the students understand how the study of kinship systems in different ethnographic settings can facilitate a comparative understanding of societies and social institutions. The course would also provide exposure to the students about different approaches, issues and debates in studies of kinship, marriage and family.

2. Course Learning Outcomes :

- A fundamental understanding of an academic field of study in different disciplinary areas.
- Use Knowledge and understanding a skill as required for Identifying Problem as issues and provide solution with logical arguments.
- To have capability to demonstrate subject related issues as well as skills in different types of jobs and opportunities.

3. Unit wise Learning Outcomes :

- UO 1. Capable to understand family structure.
- UO 2. Capable to understand Kinship organization .
- UO 3. Capable to understand the marriage and affinity.
- UO 4. Capable to understand views of eminent sociologists about Family in Indian society.
- UO 5. Have Knowledge to explore Family and social Solidarity.

Unit-I: Understanding Family

18

- Family as Social Institution
- Function of Family: Production and reproduction
- Perspectives on Family (Functional and Conflict)

Unit-II: Kinship

18

- Defining Kinship, Incest Taboo,
- Descent Groups and Descent Theory,
- Inheritance and Succession, Kinship Usages and Kinship Terminology

Unit-III: Marriage and Affinity **18**

- Marriage: Meaning and Evolution,
- Alliance Theory: Symmetrical and Asymmetrical exchange
- Marriage transactions, Rules of Residence.

Unit-IV: Family in Indian Society **18**

- Irawati Karve: Kinship System in India
- Paulin Kolenda: Indian Family system
- T.N. Madan: Forms of marriage in India
- Debate on changing family pattern in India

Unit-V: Family and Social Solidarity **18**

- Family values, Village Solidarity and Moral Economy in India
- Family and Hindu Social organization
- Social Context of Family Relationship

Essential Readings

IGNOU. *Family*

egyankosh.ac.in/bitstream/123456789/18788/1/Unit-5.pdf

Eisler, R. *Societal Contexts for Family Relations: Development, Violence and Stress*
<http://centerforpartnership.org/wp-content/uploads/2017/03/Final-societal-contexts-Oxford-book.pdf>

Chaudhury, S. *Social Development and the Family*

<https://www.eolss.net/sample-chapters/c11/E1-11-02-04.pdf>

IGNOU. *Kinship-I*

sbrijuniversity.ac.in/assets/uploads/newsupdate/Unit-8.pdf

IGNOU. *Family and Its Types*

[file:///C:/Users/Acer/Downloads/Block-2%20\(3\).pdf](file:///C:/Users/Acer/Downloads/Block-2%20(3).pdf)

IGNOU. *Kinship-II*

egyankosh.ac.in/bitstream/123456789/18845/1/Unit-9.pdf

IGNOU. *Marriage and its Changing Pattern*

egyankosh.ac.in/bitstream/123456789/18842/1/Unit-7.pdf

IGNOU. *Irawati Karve*

egyankosh.ac.in/bitstream/123456789/81504/2/Unit-8.pdf

Priya, A. *From Joint to Nuclear: Some Observations on the Changing Pattern of Family as a Social Institution*

<https://www.iosrjournals.org/iosr-jhss/papers/Vol.%2022%20Issue6/Version-3/F2206032831.pdf>

Kolenda, P. *Household Versus Family*

https://ntgc.in/wp-content/uploads/2020/03/SOCIOLOGY_SINJINI_ROY_Household-versus-Family.pdf

Chaddha, R.K. *Indian family systems, collectivistic society and psychotherapy*

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3705700/>

IGNOU. *Hindu Social Organisation*

[//msbrijuniversity.ac.in/assets/uploads/newsupdate/Unit-15.pdf](https://msbrijuniversity.ac.in/assets/uploads/newsupdate/Unit-15.pdf)

SOC-MDM-211 Social Demography								
Level & Semester	Course Code	Title of the Course	Credits				Marks	Course Coordinator
			L	T	P	C		
L5 Sem I	SOC-MDM-211	Social Demography	-	Yes	-	6	IA(Mid)-40 EA(End Sem)- 60	

Lectures/Hrs. 90

1. Learning Objectives:

The course intends to familiarize students with Social demography that deals with questions of population composition and change and how they interact with sociological variables at the individual and contextual levels. Social demography also uses demographic approaches and methods to make sense of social, economic, and political phenomena.

2. Course Learning Outcomes :

- A fundamental understanding of an academic field of study in different disciplinary areas.
- Use Knowledge and understanding a skill as required for Identifying Problem as issues and provide solution with logical arguments.
- To have capability to demonstrate subject related issues as well as skills in different types of jobs and opportunities.

3. Unit wise Learning Outcomes :

UO 1. Have Knowledge about social demography

UO 2. Have Knowledge to explore demography from sociological point of view.

UO 3. Capable to explore from multi disciplinary approach to social transformation and demography

UO 4. Understanding about population and development from multi-disciplinary approach

UO 5. Understanding about Population and Development from Indian perspective.

Unit-I: Understanding Demography

18

Conceptual Definition

Population Composition

Fertility, Mortality and Migration

Unit-II: Demography in Sociology

18

Biological aspects of Fertility Behavior (Malthus)

Social Structure and Fertility Behavior (Marxian Perspective)

Culture and Fertility Behavior (Kingsley Davis)

Unit-III: Demography and Social Transformation

18

Social Morphology and Social Change (Durkheim)

Social Change and Demographic Transition Theory

Women Empowerment and Demographic Transition

Unit-IV: Population and Development

18

Population and Human Development
Population, Environment and Climate Change
Population and Health
Population and Women Empowerment

Unit-V: Population and Development: Indian Experience

18

Population Experience and Development Concern
Population Dynamic: *Family, Caste and Class*
Kaushal Vikash, Youth and Employability

Essential Readings

Egyankosh. *Population and Development*

<https://egyankosh.ac.in/bitstream/123456789/27052/1/Unit-15.pdf>

Egyankosh. *Introduction to Population*

<https://egyankosh.ac.in/bitstream/123456789/34634/1/Unit-1.pdf>

Egyankosh. *Determinants of Population Change*

<https://egyankosh.ac.in/bitstream/123456789/43759/1/Unit-3.pdf>

Devis, K. 1956. *Social Structure and Fertility: An Analytic Framework*

[https://u.demog.berkeley.edu/~jrw/Biblio/Eprints/%20D-](https://u.demog.berkeley.edu/~jrw/Biblio/Eprints/%20D-F/davis.blake.1956_intermediate.variables.pdf)

[F/davis.blake.1956_intermediate.variables.pdf](https://u.demog.berkeley.edu/~jrw/Biblio/Eprints/%20D-F/davis.blake.1956_intermediate.variables.pdf)

NCERT. *The Demographic Structure of Indian Society*

<https://ncert.nic.in/ncerts/l/lesy102.pdf>

Kirk, D. 1996. *Demographic Transition Theory*

https://www.bajkulcollegeonlinestudy.in/StudyMaterialFinal/Sociology/63%204th%20Sem%20GE-4,%20Demographic%20Transition%20Theory_Dudley%20Kirk%20-%20Arun%20Kumar%20Maity.pdf

Stoebenau, K. 2013. *Has Fertility Decline Contributed to Improvements in Women's Lives?*

https://www.icrw.org/wp-content/uploads/2016/10/ICRW_FEN_WPS_2013_FINAL.pdf

Guzman, J. (Ed.). 2009. *Population Dynamics and Climate Change*

https://www.unfpa.org/sites/default/files/resource-pdf/pop_dynamics_climate_change_0.pdf

IDRC. 2002. *Population and Health in Development Countries*

[http://www.indepth-](http://www.indepth-network.org/Resource%20Kit/INDEPTH%20DSS%20Resource%20Kit/LinkedDocuments/INDEPTH%20Monograph%20I%20Ch1-7%20Introduction,%20Methods%20&%20Life%20Tables.pdf)

[network.org/Resource%20Kit/INDEPTH%20DSS%20Resource%20Kit/LinkedDocuments/INDEPTH%20Monograph%20I%20Ch1-7%20Introduction,%20Methods%20&%20Life%20Tables.pdf](http://www.indepth-network.org/Resource%20Kit/INDEPTH%20DSS%20Resource%20Kit/LinkedDocuments/INDEPTH%20Monograph%20I%20Ch1-7%20Introduction,%20Methods%20&%20Life%20Tables.pdf)

Rani, P. 2017. Skill development through Pradhan Manti Kaushal Vikas Yojana

https://www.researchgate.net/publication/328767704_SKILL_DEVELOPMENT_THROUGH_PRADHAN_MANTI_KAUSHAL_VIKAS_YOJANA

SOC-AEC-211 Social counseling in Sociology								
Level& Semester	Course Code	Title of the Course	Credits				Marks	Course Coordinator
			L	T	P	C		
L5 Sem I	SOC-AEC-211	Social counseling in Sociology	-	Yes	-	2	IA(Mid)-40 EA(End Sem)- 60	

Lectures/Hrs. 36

1. Learning Objectives:

This course equips the students to properly understand the concept and types of social counseling and care which is used in different setting and different groups and community relations. It also helps them to develop counseling skills and theories to apply in the sociology as practice.

2. Course Learning Outcomes:

- A fundamental understanding of an academic field of study in different disciplinary areas.
- Use Knowledge understanding a skill the required for Identifying Problem an issues and solution with logical arguments.
- To have capability to demonstrate subject related issues as well as skills in different types of jobs and opportunities.

3. Unit wise Learning Outcomes :

UO 1. Understating to Social Counseling

UO 2. Have ability to know a person in social situation

UO 3. Have ability to exercise various social counseling Therapies

Unit-I: Social Counseling

- Purpose and Scope of Counseling
- Guidance and Counseling

Unit-II: Understanding Social-Psychology

- The person and Social Situation
- Evolutionary adaptation and Human Characteristics

Unit-III: Social Counseling Therapy

- Humanistic Therapy
- Integrative Therapy
- Mindfulness
- Person-Centered Therapy
- Cognitive Behavioral Therapy

Essential Readings

Social Counseling Approaches

<https://www.socialandhealth.com/counselling-overview/types-counselling/>

Tarry, H. *Defining Social Psychology: History and Principles*

<https://opentextbc.ca/socialpsychology/chapter/defining-social-psychology-history-and-principles/>

NCERT. *Guidance and Counseling*

<https://ncert.nic.in/textbook/pdf/lehe108.pdf>

SOC-SEC-211 Indigenous Knowledge and Social Skill Practice								
Level & Semester	Course Code	Title of the Course	Credits				Marks	Course Coordinator
			L	T	P	C		
L5 Sem I	SOC-SEC-211	Indigenous Knowledge and Social Skill Practice	-	Yes	-	2	IA(Mid)-40 EA(End Sem)- 60	

Lectures/Hrs. 36

1. Learning Objectives:

The course aims to familiarize students with Local and indigenous knowledge that refers to the understandings, skills and philosophies developed by societies with long histories of interaction with their natural surroundings. For rural and indigenous peoples, local knowledge informs decision-making about fundamental aspects of day-to-day life.

2. Course Learning Outcomes:

- A fundamental understanding of an academic field of study in different disciplinary areas.
- Use Knowledge and understanding a skill as required for Identifying Problem as issues and provide solution with logical arguments.
- To have capability to demonstrate subject related issues as well as skills in different types of jobs and opportunities.

3. Unit wise Learning Outcomes :

UO 1. Skilled to explore Indigenous knowledge

UO 2. Skilled to explore the significance of Indigenous knowledge in various practices.

UO 3. Skilled to explore Indigenous knowledge in Global Culture.

Unit-I: The Subject Matter

- Indigenous Knowledge: Definition, Concept and Application
- Indigenous Knowledge and Traditional Knowledge

Unit-II: Indigenous knowledge in Development

- Local knowledge in Development Project
- Indigenous Knowledge and Social Capital
- Indigenous Knowledge in Health Practice

Unit-III: Indigenous Knowledge in Global Culture

- Globalization, Privatization and Indigenous Knowledge
- Indigenous knowledge, Science and Globalization
- Indigenous knowledge and Sustainable Development

Essential Readings

Bruchac, M. 2014. *Indigenous Knowledge and Traditional Knowledge*
https://repository.upenn.edu/cgi/viewcontent.cgi?article=1172&context=anthro_papers

The World Bank. 1998. *Indigenous Knowledge: Definition, Concept and Application*
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